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ABSTRACT

The Asian Newcomer Parent Program (ANPP), an experimental project initiated by the Education Center for Chinese (ECC) in 1971, was intended to provide newly immigrated parents some of the same opportunities as their children to learn English, to understand American mores and lifestyles, and to transcent some of the cultural and communication barriers within the family unit. The third-year (final) report briefly reviews the total program before discussing the third year effort which was spent mainly in further development of English as a Second Language (ESL) materials while maintaining the operation of demonstration classes and a reception center. (The curriculum materials, entitled "Everyday English," include teacher and student guides and are available through the ANPP.) The final section reviews the program's evaluative survey of 85 participants and examines the ANPP's efforts, shortcomings, and successes in meeting the needs of the Asian adult newcomers it served. The survey instrument, program descriptions, and unsolicited testimonials are appended. (MW)

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THIRD (FINAL) YEAR REPORT

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Asian Newcomer Parent Program

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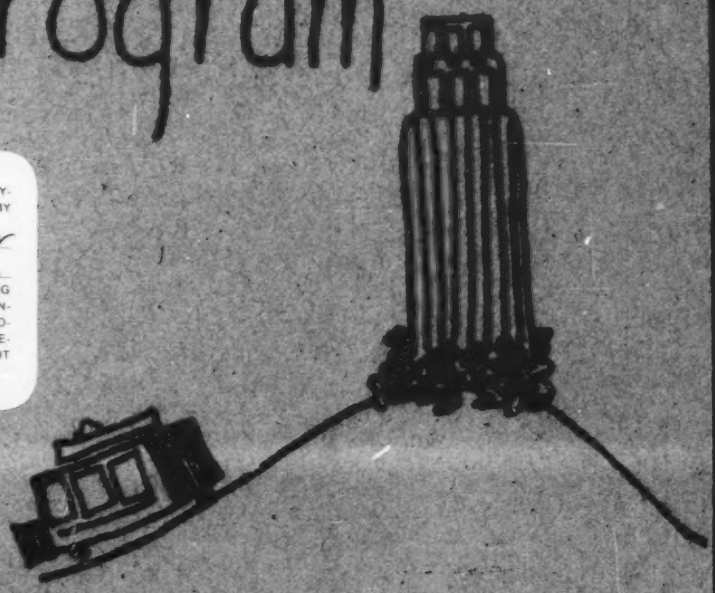

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ASIAN NEWCOMER PARENT PROGRAM

THIRD (FINAL) YEAR REPORT

JULY 1, 1973 - AUGUST 15, 1974

The project reported herein was supported by a grant from the Department of Health, Education and Welfare, Office of Education - -
Grant No. OEG-0-71-4481 (324)
Adult Education Act Section 309(b)

ASIAN NEWCOMER PARENT PROGRAM
sponsored by the Education Center for Chinese
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ASIAN NEWCOMER PARENT PROGRAM

The Asian Newcomer Parent Program (ANPP) was funded to the San Francisco Education Center for Chinese (ECC) in 1971 as a Special Experimental Project, under the Adult Education Act, Section 309(b), Title III, P.L. 91-230, Department of Health, Education & Welfare, Office of Education, Grant #OEG-0-71-4481 (324), to develop a program for teaching English and providing pertinent community information to adult newcomers arriving in San Francisco. This program was modeled after the Chinese Education Center, a similar ESL/community orientation program for elementary school aged children sponsored by the San Francisco Unified School District which was also initiated by the Education Center for Chinese.

The objectives for the ANPP were:

1. To establish a reception center in the community to interview, screen and place applicants into ANPP classes or other appropriate programs and to make referrals to other agencies for medical and social needs.

2. To conduct regular classes in English as a Second Language (ESL) which included a supportive community information program of speakers, films, handouts, field experiences, etc.

3. To develop relevant curriculum materials for the program.

4. To disseminate program information and developed materials to other groups serving adult newcomers.

The following is a report of the third and final year of the program including a description of the significant activities and results of the project as a whole.

The First Year

During the first project year, a program was established at Hancock School (located in North Beach, a neighborhood adjacent to Chinatown). Classes were held in the morning, afternoon and evening to accommodate learners' schedules. 106 participants were enrolled this first year. Local educational agencies cooperated by providing teachers (San Francisco Community College District) and space (San Francisco Unified School District). Lessons and program activities were developed for the demonstration classes after initial discussion and planning with prospective learners.

The Second Year

By the second year of operation, a viable program model had been established. The Asian Newcomer Parent Program grew in scope and size, moving its office into 2 Waverly Place (Chinatown proper) and adding three classes at the First Chinese Baptist Church, while maintaining the Hancock School program.

At a meeting with federal program officers, a curriculum development stress was recommended for the project. With the addition of a full-time curriculum writer, the ANPP staff then proceeded to focus on materials writing.

Out of the experience of the first year, including knowledge gathered on adult ESL learning habits and needs, a modular curriculum design was created. This format developed by the ANPP staff has proved to be (after extensive classroom testing) one of the most innovative ideas in adult ESL and has gained national attention for the project.

The Cycle Format The ANPP instructional materials are constructed in cycles - the first two cycles taking approximately 300 hours of teaching time. In the first two cycles, a fixed set of grammatical structures (based on the San Francisco Community College District ESL Master Plan) is introduced and maintained in ten community-context modules: Transportation, Health, Shopping-Clothes, School, Post Office, Telephone, Banking, Employment, Housing, Shopping-Food. The structures in each module are presented as new, previously unlearned information.

This pattern of quick immersion into a comparatively large group of structures presented within a limited vocabulary focused on the immediate environment has a number of advantages over the traditional ESL text based on linear sequential progression. The important basic structures are practiced and reinforced in ten different modules (learners may also move on sooner or stay on longer for extra practice.) Newcomers can enroll anytime during the school year and join a class at the beginning of a module. Students absent for a length of time can also resume class easily making this design very flexible and suitable to many adult ESL programs. (See Program Design in appendix.)

EVERYDAY ENGLISH, Cycles I & II At the end of the second year, the teacher's guides for Cycle I & II, EVERYDAY ENGLISH, were printed and distributed, after being tested in ANPP demonstration classes and after revisions were made. The two volumes have been received by more than 700 programs and teachers in all fifty states, Canada, Puerto Rico, Hong Kong, Taiwan, Korea, Italy, Switzerland, Saudi Arabia and elsewhere where there are English classes for people planning to reside in the United States. The response has been overwhelmingly positive. (See sample comments in appendix.)

The Third and Final Year

The third year effort was mainly spent in further development of EVERYDAY ENGLISH materials while maintaining the operation of the demonstration classes and reception center.

Cycles III & IV The contexts for these later materials were also based on suggestions and requests from ANPP learners. At this level, students said they wanted to learn English that would be useful in social interaction with co-workers, neighbors, teachers, etc.

After several trial lessons, the staff decided to maintain the cycle format but to expand and broaden the grammatical structures and subject matter, the variety of drills, listening comprehension exercises and other teaching techniques, and to provide increased opportunity for creative responses such as expressing feeling opinion.

EVERYDAY ENGLISH MATERIALS

The EVERYDAY ENGLISH Teacher's Guides plus the accompanying student materials produced by the Asian Newcomer Parent Program are now ready for dissemination. They include the following:

Cycle I	Teacher's Guides, Vol. I (beginning level)
	Learning to Read & Write English - a beginning reading and writing workbook
Cycle II	Teacher's Guides, Vol. II (beginning level)
	Handbooks (10 modules)
Cycle III	Teacher's Guides, Vol. III (low intermediate level)
	Student Books (9 modules)
	Writing Books (9 modules)
Cycle IV	Teacher's Guides, 2 modules (intermediate level)

Absorption of Program

From the inception of the program, the ultimate plan for the ANPP was absorption into the ongoing adult education program when the demonstration project ended. The smooth transition was facilitated by the quadra-partite board make-up of the Education Center for Chinese which includes as members the superintendent of Adult/Adult Occupational Division of the San Francisco Community College District.

Since July 1, 1974, the program has been operating as the New Americans Program at the Alemany-Chinatown Center. The Education Center for Chinese continues to provide leadership and support, particularly in the area of the childcare service in cooperation with Cumberland Presbyterian Church.

As the New Americans Program becomes established as an integral part of the Community College's regular program, the reception center design of providing English classes combined with survival community information to newcomers will hopefully be adapted by other communities.

Dissemination

The requests for EVERYDAY ENGLISH have exceeded expectations.* The announcement of the availability of the third year materials brought an immediate response from nearly 200 programs and teachers. Again, sets of the materials produced the third year will be sent to all state directors of adult education.

*See list of programs and individuals who have received EVERYDAY ENGLISH materials.

Information on EVERYDAY ENGLISH were disseminated this past project year at various conference, exhibits and workshops.

Exhibits

1. NEA Conference, Dallas, Texas, October 1973
2. TESOL Convention, Denver, Colorado, March 1974
3. CATESOL Convention, San Francisco, April 1974
4. Products and Process for Education, U.S.C., Los Angeles, March 1974
5. Discovery '74, Improved Practices Workshop, US/OE/DAE, May 1974

Publications

1. Publishers Alert Service, DHEW/NIE Copyright Approval Program
2. Issues, Far West Laboratory
3. Idea Review, Summer 1974
4. Chalk Talk, San Francisco Community College District

Workshops and Seminars

Various members of the ANPP staff have conducted workshops and seminars on the use of EVERYDAY ENGLISH materials.

1. Whittier, CA
2. Fairfield, CA
3. Oakland, CA (2)
4. San Francisco, CA (6)
5. Washington, D.C.

Publication of Materials

Realizing the sizeable demand for EVERYDAY ENGLISH and with the culmination of the project, the Education Center for Chinese has been concerned with the continued availability of the materials to programs serving adult newcomers. The ECC Board has directed the staff to arrange for a limited copyright with DHEW and to seek commercial publication of EVERYDAY ENGLISH. Through the Publishers Alert Service announcement, requests for proposals have been received from most (9) major educational publication firms.

Currently, there is serious discussion with one international firm that has had indepentdent reviews made on EVERYDAY ENGLISH and is now waiting to review the third year materials.

Conclusion

The Asian Newcomer Parent Program was funded to develop a model reception center program to teach English and provide vital community information to adult newcomers and to develop the curriculum materials for the program. An evaluation by participants of the Asian Newcomer Parent Program based on the program objectives is attached to this brief overview of the project. The results of the ANPP curriculum development effort are now available for examination and general use and are intended as a part of this report.

LOOKING BACK: PROCESSES AND PRODUCT

This year's ANPP evaluative survey was designed to uncover how program participants felt about the instructional methodologies they underwent, about their expectations of the ANPP, and about how well their expectations were fulfilled. Processes, then, as well as products were solicited.

Of the ANPP's 150 adult students, a sampling of 85 were surveyed (36 males, 49 females). Participants from both sites, Chinese Baptist Church and John Hancock School, and from all cycles, 1 through 4, took part in this survey.

Expectations and products. Program participants were asked to check off, from a list of thirteen purposes, all the reasons they had for attending the ANPP. In another section, they were given a parallel list of items to check off whether or not their expectations were fulfilled. The following are the results of this series of questions:*

TABLE I

	desired reasons	come true
a. learn to understand English	75	79
b. learn to speak English	83	76
c. learn to read English	70	49
d. learn to write English	72	53
e. learn to help my children in their school week	33	21
f. get a job	62	17
g. meet new people	66	63
h. generally learn	53	40
i. understand my new community better	64	45
j. learn about community resources	57	27
k. get a better job	58	22
l. relieve my boredom	27	36
m. other reasons	1	1

From the above table, it can be seen that in two areas, questions "a" and "l," ANPP participants came away from the program with more than they

*See sample survey in appendix.

had originally expected. Wide discrepancies could be expected in areas "c" and "d" because many participants had not yet reached cycles 3 and 4 at the time of this survey. Other discrepancies in areas "e," "f," "i," "j," and "k," indicate that either the particpants' expectations must be made more realistic or the ANPP must make additional efforts to meet justified participant expectations.

In summary of this section, it can be stated that the ANPP almost met or actually exceeded eight of the thirteen purposes listed. The five purposes not totally met by the ANPP can be looked at realistically in future needs assessments. For a relatively small staff of its size, the ANPP is to be commended for providing for so many needs, both instructional and non-instructional.

As a cross check on questions "a" and "b" above, two additional sections were designed to solicit expanded responses. These two questions were:

. After attending ANPP classes, do you now understand some English in the following areas? . . .

. After attending ANPP classes, do you now speak some English in the following areas? . . .

The results of these two questions were as follows:

TABLE II

	a lot		some		very little		not applicable	
	understand	speak	understand	speak	understand	speak	understand	speak
a. on your job	6	3	40	28	10	14		
b. in your daily activities	12	5	50	54	12	24		
c. at home with family	7	6	25	23	5	5	1	1
d. with community and government agencies	2	2	12	15	17	15	2	3

Perhaps the best way to get a handle on this chart is to add any horizontal column of either "understanding" or "speaking." Thus, for example, in question "a" (on your job), the total of all the "understanding" boxes would add up to 56 (6 + 40 + 10 = 56). The first question that would probably arise is why there were only 56 replies when 85 persons took this survey. Only in question "b" (in your daily activities) are the total responses any where near to the total of 85 respondents, 74 replies (12 + 50 + 12 = 74). Interpretations of these two questions, then, can only be tentative.

Still, given that the ANPP courses of instruction were very basic ones (regardless of which cycles), the numbers of "some" and "a lot" would indicate that the ANPP has met with more than a modicum of instructional success.

To the question, "How interesting are the ANPP classes?" 61 responded "very interesting," 22 "interesting," and 0 "not very interesting." The figures are self-explanatory. They also give credence to the figures cited in question "1" Table I, which showed that the ANPP relieved boredom more than the participants had ever anticipated. This brief discussion on boredom and interest is not as frivolous as it may seem on the surface. Newcomers from most anywhere keenly feel the need for companionship that agencies such as the ANPP can provide.

On the topic of instruction, program participants were asked to rate how helpful various topics were to them. Since, though, there was no space allowed for the respondents to indicate which topics they had taken and which ones they had not, the responses cannot be ranked. The following will serve to illustrate this point:

	very helpful	helpful	a little helpful
a. transportation	26	17	8
b. shopping-food	24	13	9
c. post office	25	16	10
d. education	15	9	12

An examination of the figures would lead one to believe that the topic of education was the least helpful. The fact is, however, that the total number of persons answering question "d" do not equal the numbers of persons answering the other questions. Is this lesser number of responses due to the fact that the non-respondents had not yet taken education as a topic and did not, therefore, answer question "d"? There is no way of knowing at this stage; nor is there any accurate way to score this section in a comparative manner.

As a matter of information, the total tallies for each topic is hereby shown:

TABLE III

Cycles I II	very helpful	helpful	a little helpful
a. transportation	26	17	8
b. shopping-food	24	13	9
c. post office	25	16	10
d. banking	19	13	15
e. health	17	9	14
f. telephone	20	16	13
g. shopping-clothes	19	16	11
h. housing	16	11	12
i. education	15	9	12
j. employment	10	5	10

Cycle III	very helpful	helpful	a little helpful
a. watching TV	14	11	5
b. housewarming	12	8	8
c. taking a trip	16	11	5
d. buying a house	15	12	4
e. American food	16	10	2
f. pastimes and activities	15	9	3
g. emergencies	14	6	5
h. getting a better job	8	4	4
i. an American wedding	9	5	3

Cycle IV			
a. getting a driver's license	3	4	2
b. an afternoon barbecue	13	6	1
c. fixing up the house	12	5	3

It is recommended, if the opportunity arises, that this section be clarified with the program participants, particularly since this section contains the "heart" of the ANPP program. If and when this is done, the ANPP program can be made even more personalized and individualized with topics changed, dropped, or added as the needs are more accurately identified.

Processes. To ascertain which kinds of instructional processes the participants felt were helpful in learning English, a list of classroom practices and activities was drawn up. Again, as with the above section, the participants were asked to rate the helpfulness of these activities. The results were as follows:

TABLE IV

	a lot	some	a little
a. classroom drills	45	22	6
b. reading & writing exercises	37	25	6
c. cultural & calendar activities	14	22	12
d. field trips	13	23	13
e. speakers	8	9	15
f. informal conversation with ANPP staff	8	25	7
g. classmates	16	22	7

Although Table IV suffers the same design deficiency as Table III, it can be safely assumed that classroom drills (a) and reading and writing exercises (b) ranked the highest in effectiveness. None of the other processes listed was used on any regularized basis to be rated in the same way that the other two could be. It might be surmised, then, that most of these other processes (outside of the two mentioned) are good supplementary learning devices. Substantiating this observation is the fact that the "a little" column was rarely used, except for the "speakers" item. The ANPP probably could drop speakers from its instructional processes with little or no loss to learning.

Essentially, Table IV attests to the fact that the ANPP has mapped out its instructional strategies according to sound educational practices.

Additionally, the survey contained another question that expanded on Table IV as well cross checking part of it. This question was:

Please check as many of the following that describes you.

a. 65 I was able to learn English by concentrating on listening and repeating drills.
b. 6 I was not able to learn English by listening and repeating.
c. 47 I would have like a book from the beginning of Cycle I
d. 50 I have to have a book in front of me in order to learn.

While question "b" here is repetitive, given the first question, both questions have figures that directly substantiate the figures given in questions "a" and "b" of Table IV.

The figure to question "c" above indicates that the ANPP should explore ways to incorporate this seemingly Asian culture-bound trait of using books with the drill practices it has already found successful. These two instructional practices, having a book in front of students and performing drills, are not necessarily mutually exclusive practices.

The figure given for question "d," while it substantiates the figure given for question "c," seems more an expression of desire than one of reality; because, if that many respondents were truly unable to learn unless they had books in front of them, then the figures given for questions "a" and "b" of Table IV would be contradicted and invalidated. In those two Table IV questions, it may be remembered, the respondents said that drills and exercises were quite helpful. If so, then the use of books cannot be said to be absolutely essential, though probably desirable.

The point is clear. The ANPP should explore the efficacy of using books as a consistent instrucitonal process, not so much that this process is absolutely essential, but because program participants desire it as important.

Two other process questions remain, both non-instructional. One dealt with the ANPP's success in placing program participants at their suitable level of proficiency. Seventy-five of eighty participants replied that the ANPP had indeed been successful in placing them at a level they could proficiently perform. The other question asked the participants whether

or not they approached and used the ANPP office staff for personal needs. The results were as follows:

14	other ESL classes
11	other educational problems
4	employment
5	housing
7	immigration
4	legal
8	medical
4	public assistance
9	social security
9	transportation
8	translation
9	others (specify)

Not much can be inferred from these figures since there is no way to tell from them how many particpants were involved. The participant approaching the ANPP office staff for help in employment could well have been the same one that approached it for help in immigration and/or translation. Nevertheless, these figures do attest to the fact that the ANPP is serving its role as more than a mere educational agency; and this was verified by the first of the last three product questions in this survey. This question asked the respondents if the ANPP was able to refer them to suitable agencies. Nineteen answered yes; none answered no.

The remaining two product questions expanded on and substantiated some of the "come true" figures in Table I, i.e., the ANPP had helped the participants to understand better many facets of American life, including some of their children's school experiences and personal problems.

A closing statement. As a social program that has included more than just an educational component (and a unique and successful one at that), the ANPP has strived to meet a variety of needs that Asian adult newcomers would find almost impossible to meet on their own. This section has looked back at the ANPP's efforts, shortcomings, and successes in meeting this variety of needs. Without undergoing any sophisticated experimental research design, this study has shown the overall efficacy and successes of the ANPP program, as viewed by the program participants themselves. If the participants are satisfied with the ANPP program and have come away from it with a number of needs met, it can be said with some degree of assurance that the ANPP staff has generally accomplished what it had set out to do. Additionally, the ANPP is now able to leave a legacy of an innovative program behind for others to emulate. The funding of the ANPP has been well spent.

Submitted by

Dr. John B. Lum
Program Evaluator

ASIAN NEWCOMER PARENT PROGRAM QUESTIONNAIRE - JUNE, 1974

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NAME _____

Which Cycles have you studied? Please circle. I II III IV

Please check (x): male _____ female _____

Please check (x): age 20 - 30 _____ 30 - 40 _____ 40 - 50 _____

50 - 60 _____ 60 and over _____

---

1. Please check the reason or reasons which are true. In coming to the Asian Newcomer Parent Program, I wanted to:

_____ learn to understand English
_____ learn to speak English
_____ learn to read English
_____ learn to write English
_____ learn to help my children in their school work
_____ get a job
_____ meet new people
_____ generally learn
_____ understand my new community better
_____ learn about community resources
_____ get a better job
_____ do my job better
_____ relieve my boredom
_____ other reasons _____

_____

2. Since coming to ANPP, I have

_____ learned to understand some English
_____ learned to speak some English
_____ learned to read some English
_____ learned to write some English
_____ been able to help my children with their school work
_____ got a job
_____ made new friends
_____ generally learned
_____ understood my community better
_____ knew about community resources
_____ got a better job
_____ relieved my boredom
_____ what else? _____

_____

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3. Do you plan to attend classes this summer or next fall?

_____ yes
_____ no; if no, why?_____

4. After attending ANPP classes, do you now understand some English in the following areas? Please check:

	A lot	Some	Very little	Not applicable
a. On your job	_____	_____	_____	_____
b. In your daily activities	_____	_____	_____	_____
c. At home with children and spouse	_____	_____	_____	_____
d. With community or government agencies	_____	_____	_____	_____

5. After attending ANPP classes, do you now speak some English in the following areas? Please check:

	A lot	Some	Very little	Not applicable
a. One your job	_____	_____	_____	_____
b. In your daily activites	_____	_____	_____	_____
c. At home with children and spouse	_____	_____	_____	_____
d. With community or government agencies	_____	_____	_____	_____

6. How interesting are the ANPP classes?

_____ very interesting
_____ interesting
_____ not very interesting

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7. Which subjects studied by you at the ANPP provided helpful information?

	Very helpful	Helpful	A little helpful
Cycle I & II			
a. Transportation			
b. Shopping-Food			
c. Post Office			
d. Banking			
e. Health			
f. Telephone			
g. Shopping-Clothes			
h. Housing			
i. Education			
j. Employment			
Cycle III			
a. Watching TV			
b. Housewarming			
c. Taking a Trip			
d. Buying a House			
e. American Food			
f. Pastimes and Activities			
g. Emergencies			
h. Getting a Better Job			
i. An American Wedding			
Cycle IV			
a. Getting a Driver's License			
b. An Afternnon Barbecue			
c. Fixing Up the House			

8. Which subjects did you want to know more about but was not taught.

a. _____
b. _____
c. _____
d. _____

9. Check which activity or activities helped you to learn English.

	A lot	Some	A little
a. classroom drills			
b. reading and writing exercises			
c. cultural and calendar activities			
d. field trips			
e. speakers			
f. informal conversation with ANPP staff			
g. classmates			

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10. Please check as many of the following that describes you.

_____ I was able to learn English by concentrating on listening and repeating drills.
_____ I was not able to learn English by listening and repeating.
_____ I would have liked a book from the beginning of Cycle I.
_____ I have to have a book in front of me in order to learn.

11. When you enrolled at ANPP, were you helped to find a class suitable to to your level?

_____ yes
_____ no

12. Did you ever talk to Mrs. Betty Wong, Mrs. Eleanor Wong, Mr. Kay L. Szeto or Mrs. June Quan or other staff concerning some help you needed in the following areas?

_____ other ESL classes
_____ other educational problems
_____ employment
_____ housing
_____ immigration
_____ legal
_____ medical
_____ public assistance
_____ social security
_____ transportation
_____ translation
_____ others (specify)

13. Were they able to help you or refer you to a suitable agency?

_____ yes
_____ no

14. After studying at ANPP, do you now understand better American ways of work, education, recreation, etc.?

_____ much better
_____ better
_____ a little better

15. After studying at ANPP, do you now understand your children's experiences in school and their problems more?

_____ much better
_____ better
_____ a little better.

Thank you for your cooperation.

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ASIAN NEWCOMER PARENT PROGRAM
A Special Experimental Project

Asian Newcomer Parent Program is a language project serving adult newcomers with original materials that bring the community into the classroom in an innovative curricular design. It is funded under the Adult Education Act (Section 309 (b) Title III, P.L., 91-230) and sponsored by the Education Center for Chinese.

CURRICULAR DESIGN

The structural substance of ANPP's materials is divided into several interchangeable, short units called modules. Each of these modules presents the entire structural set of one complete cycle and each assumes the entire set is completely new, previously unlearned information.

This pattern of quick immersion into a comparatively large set of structures which is held constant through several modules is well suited to adults who frequently cannot enter or attend language classes according to the school calendar.

MATERIALS

Everyday English - Volumes I and II (available now). Teacher's guides to beginning English through community orientation. These two volumes constitute the first 300 hours of language instruction and cover basic structures using a limited vocabulary focused on the immediate community: Transportation, Employment, School, Banking, Shopping, Telephone, Post Office, Housing and Health. Each volume is accompanied by home study cassette tapes and electronic flash card readers for individual use.

Learning to Read and Write English - (available now). A user's workbook and accompanying cassette teaching the Roman alphabet and beginning reading.

Everyday English - Cycle III and Cycle IV (being prepared). Teacher's guides to intermediate English through community orientation. Cycle III is the second year (300 hours) of instruction; Cycle IV, the third.

Everyday English - User's Handbook - Cycles II, III, and IV (being prepared).

COMMUNITY AND CULTURAL INFORMATION

As a community reception center Asian Newcomer Parent Program interviews, tests and places new arrivals in an appropriate educational program and makes referrals for other needs.

Asian Newcomer Parent Program also experiments with ways of delivering vital community and cultural information that will smooth the newcomer's entry into the community. Talks, handouts, field trips and video tapes in both the first language and English provide detailed and accurate cultural and community information paralleling and expanding on the themes of the English lessons.

Contact Ms. June Quan, Project Director, for more information about the program.

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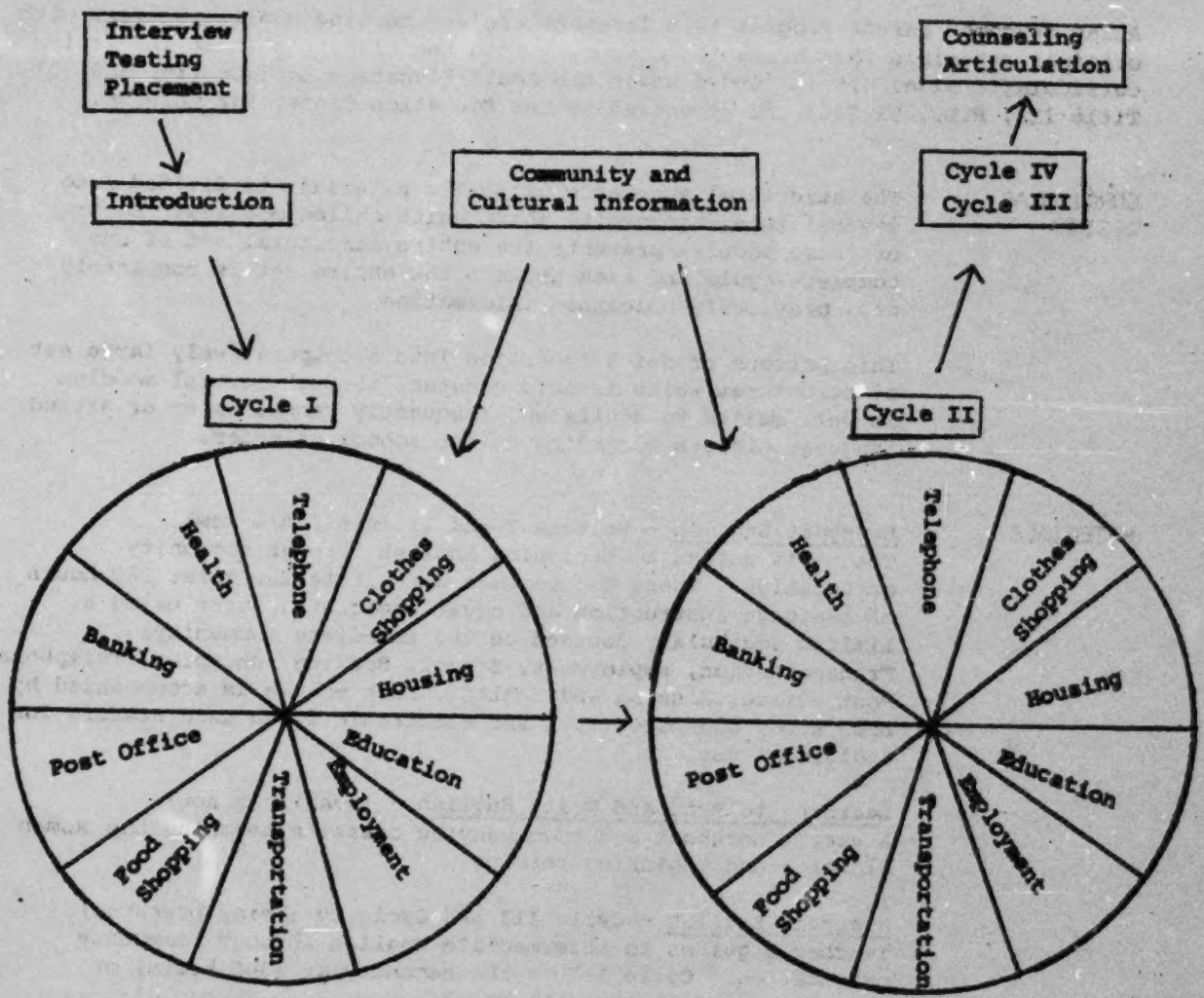

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74-41 JANUARY, 1974

EVERYDAY ENGLISH

An Innovative Approach to English as a Second Language

Every day, newcomers arrive in the United States and set about learning our language and exploring our cultural idiosyncrasies. Many of them enroll in schools or classes that specialize in teaching English as a second language. *Everyday English* is a set of materials designed for use by teachers in adult English-language classes. Developed by the Asian Newcomer Parent Program in San Francisco with funding from the U.S. Office of Education, these materials are readily adaptable to newcomers from other than Asian countries and to communities other than San Francisco.

Language Plus Community Orientation

Everyday English is designed both to teach basic English and to provide vital information about the community in which the newcomer lives. While the materials are specific to the San Francisco community, they are designed to be readily adaptable to other communities. The subject matter of the lessons is concerned with typical aspects of day-to-day functioning in the community—such as jobs, schools, and shopping—and every effort has been made to tie the information presented in the lessons to the locale of the class—in this case, San Francisco. Rather than discussing Mr. Smith, who lives on Main Street in Anytown, classroom exercises and language drills use the names of real streets, stores, and schools located in the surrounding community. Activities such as field trips and holiday celebrations are included in the curriculum, to provide experience in using English in the context of daily life and to introduce newcomers to institutions and holidays that are important in our culture. At the same time, since *Everyday English* is presented as a set of Teacher's Guides to be accompanied by teacher-made handouts, the materials can easily be made just as specific to other communities. Instructions for adapting the materials are included in the Teacher's Guides.

1. I don't like canned peas.
2. We have some fresh peas, too.

Cycle Design

Everyday English is written in a unique cycle format that is especially suitable for teaching English to newcomers and other adults. The materials for the first 300 hours of instruction are designed in two cycles. In each cycle, a fixed set of grammatical structures is introduced and maintained throughout ten community-context modules: Banking, Employment, Health, Housing, Post Office, Shopping-Clothes, Shopping-Food, School, Transportation, and Telephone. The same community-context modules that appear in Cycle I are repeated in Cycle II, using an enlarged set of grammatical structures. The complete set of language structures in a cycle is presented in every module of that cycle; therefore, each module is lexically and structurally independent. Modules within a cycle can be presented in any order.

Publishers Alert Service (PAS) announcements are designed to facilitate contacts between contractors and grantees who develop educational materials and potential publishers and other marketers of such materials, as a first step in accomplishing effective marketing under copyright. Any resulting marketing arrangements will conform to applicable Copyright Guidelines.

Use of funds for printing this publication approved by the Director of the Office of Management and Budget, August 19, 1971

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In each module, the language structures are treated as new information. A new structure is first presented in context, then drilled as a separate item. Finally, a situation is provided in which the learner can use the new structure with a minimum of guidance from the teacher. When he has completed a cycle, the learner has systematically practiced each structure of the cycle in ten different situations.

This cyclic curricular design is especially useful for adult immigrant classes because newcomers who arrive at any time during the school year can enter an ongoing class at the beginning of any module and be on a somewhat equal footing with other members of the class. Furthermore, the chronic absenteeism so frequent in adult classes becomes less burdensome, because the continual repetition of structures as new information makes it unnecessary to review grammar for those who have missed class sessions.

Materials

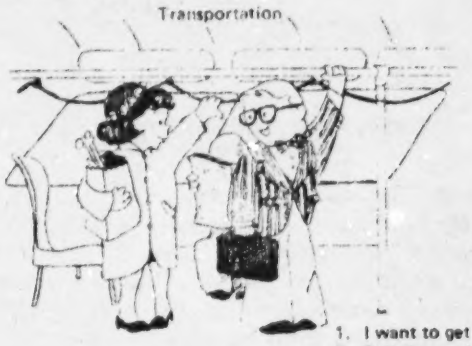
Everyday English is presented in two volumes, as follows:

- *Everyday English, Volume I* (340 pages) contains Teacher's Notes on the structure and techniques used in the course and Teacher's Guides for the first 100 hours of instruction (Cycle I).
- *Everyday English, Volume II* (374 pages) contains Teacher's Guides for the remaining 200 hours of instruction (Cycle II).

In addition to the two volumes, the following supplementary instructional materials are available:

- *Learning to Read and Write English* (50 pages). Individualized program accompanied by a tape to teach the alphabet and beginning reading and writing skills to adults.
- *Student Handbook* (80 pages). Written work to accompany Teacher's Guides. Two modules designed to accompany Volume II are available as samples; the remaining eight are in preparation.
- *Audiotape Cassettes, Volume I* (15 minutes each). One cassette accompanies each of the ten instructional modules in Volume I.
- *Audiotape Cassettes, Volume II* (30 minutes each). One cassette accompanies each of the ten instructional modules in Volume II.
- *Electronic Flash Cards, Volume I.* Ten sets of approximately 25 cards each. One set accompanies each module in Volume I.
- *Electronic Flash Cards, Volume II.* Three sets of approximately 40 cards each (available as samples). One set accompanies each of three modules in Volume II.

NOTE: The electronic flash cards listed above are designed to be used with the Audio Flash Card Reader, which is manufactured by Electronic Futures, Inc. These flash cards, as well as other materials on the "supplementary materials" list, are optional parts of the program.



Evaluation

The Asian Newcomer Parent Program was funded both as a demonstration English-teaching project and as a materials-writing project. The materials described in this announcement received extensive classroom testing with 265 recently-arrived immigrants in the 1972-73 school year. Five teachers who specialize in teaching English as a Second Language (ESL) conducted the test. The materials reflect their revisions, as well as the suggestions and revisions of professional community workers and an expert in ESL methodology. Teachers are enthusiastic about the teachability of the cycle format and about the suitability for adults of the community information subject-matter. Field testing is continuing during the current school year.

Information for Publishers

The Asian Newcomer Parent Program is seeking a publisher to publish and market *Everyday English.* A Request for Proposals (RFP) is available now. For further information, or to receive a copy of the RFP, please contact:

June Quan, Project Director
Asian Newcomer Parent Program
Education Center for Chinese
2 Waverly Place
San Francisco, California 94108
(415) 986-3570

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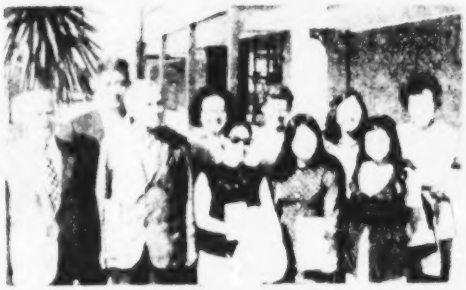
ALAMEDA ADULT SCHOOL

NEW AMERICANS GET PRACTICAL INSTRUCTION



ADULT EDUCATION ESL CLASS VISIT to South Shore shopping area included Juan Ruiz (Argentina), Patricia Giddens (Philipines), Celina Tuste (Panama), Wen Chi Lee (China), Mercedes Fabrega (Panama), Isabel Cuellar (San Salvador), Ilse Sackett (Japan), Hiroko Tompkins (Japan), and Miguel Lugo (Puerto Rico).

JEANNE ALLOTT CLOTHES AND PRICES is a topic for foreign-born students. Helping them are teacher Mrs. Doherty and Ian Weber, president of Dorothy's.

J.F. NICHOLS, manager of Mervyn's, tells class how a new "computerized" cash register works.

Perhaps it should be called "survival English." A new approach to teaching English to newly arrived immigrants is being tried in Mrs. Cecelia Doherty's daytime English as a Second Language classes.

Aimed at non-English speakers who are newly arrived in the United States, the Asian Newcomer Parent Program is funded by the Department of Health Education and Welfare and was written and prepared in San Francisco's Chinatown. The material, which is equally effective for all nationalities, strives to acquaint the newcomer to his adopted community while teaching him the basic vocabulary and sentence structure he will need.

Why is BILL ROWELL smiling? Because this much-traveled naval officer will get his diploma from the Alameda Adult School. This is the thirteenth high school he has attended.

Short learning cycles allow for frequent review and easy entrance for late arrivals. The cycles focus on such important functions as public transportation, health care, shopping, banking, schools and employment.

Mrs. Doherty's class has completed three such cycles since September. At the end of the transportation cycle, the class tested its new language skills by taking a trip together on AC Transit and on BART. The shopping for clothes cycle was culminated with a walk to Alameda's South Shore Shopping Center, where School Board member Ian Weber, of Dorothy's, conducted the class on a tour of his store. This was followed by a tour of Mervyn's, a department store, conducted by manager Steve Nichols.

Is the program effective for these Adult School students? "Yes," replies Mrs. Doherty. "In eight years of teaching English as a Second Language, this is by far the most satisfactory approach that I have used. After only seven weeks of instruction, my students are able to communicate about some very basic needs. They are surviving well in their new environment."

For information about the Alameda Adult School's classes in English as a Second Language, look inside this class schedule. New students may meet Mrs. Doherty for placement on Mondays and Tuesdays, from 6:30 to 8:30 p.m., at 1515 Oak Street.

FOR COMPLETE INFORMATION
about any Adult School class, call
Robert Reilly, Principal 522-6700

ALAMEDA ADULT SCHOOL
Alameda High School, Room 117
Alameda, California 94501

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Sept 1, 1973

Asian Newcomer Parent Program
2 Waverly Place
San Francisco, Ca 94108

To the "Miracle Workers"!

Seriously, you've done a fantastic job on your Everyday English, and I'd very much like a copy of Volumes I & II - to use with my adult class in ESL in Alameda. Enclosed is $1.00 - would you be so kind as to send Vol 1 & 2 out to

Mrs. Ruth Wolsztejn
2065 Clinton Ave #B
Alameda, CA. 94501.

Thank you
and again, Congratulations!

Sincerely,
Ruth Wolsztejn

September 11, 1973

Dr. Paul G. Taylor, Director
Connecticut Adult Education Staff Development Project
North End Adult Learning Center
500 Albany Avenue
Hartford, Connecticut 06120

Ms. June Quan
2 Waverly Place
San Francisco, California

Dear Ms. Quan:

With regard to our telephone conversation of August 28, I express again, in a more formal manner, the excellence of the "Asian Newcomer Parent Program" materials which I was given by John Ryan, State Director of Adult Education. Several others, including the English as a Second Language specialist on my staff, have been most favorably impressed to the extent of planning to localize the content for selected areas in Connecticut (e.g. Hartford and Waterbury) and the piloting of cycles in classes. It will be my pleasure to keep you informed of any results from this action.

My request for additional copies of Volumes I and II (and hopefully you will put me on your mailing list to receive Volume III) is for staff development reasons. I am presently employed as the field coordinator for Connecticut as part of the Region I Staff Development Project and would like to have your materials seen by ESL teachers in the State as an example of a viable approach to the instruction of non-English speaking adult students.

Sincerely,

Paul G. Taylor

Paul G. Taylor

PGT:mm

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1260 South Ynez Avenue
Monterey Park, California 91754
September 27, 1973

Asian Newcomer Parent Program
2 Waverly Place
San Francisco, California 94108

Dear Sirs:

Your teacher's guides in Everyday English are an outstanding accomplishment. The material will be most valuable in my classes, which are about one-half Asian in composition. Kindly send volumes I and II to the above address. A check for $2.00 is enclosed to cover handling.

Yours truly,

Phyllis M. Canzano

Ms. Phyllis M. Canzano
San Gabriel Adult School

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June 5, 1974

Dear Ms. Quan,

Enclosed please find my order and a check for $4.00 (four dollars).

I previously ordered Vol. I & II and they have been outstandingly helpful in my lesson planning and classroom activities.

I am eagerly waiting for your new materials which you have completed.

Thank you for keeping me in your mailing list.

Sincerely,

Dolores Bly
ESL Teacher

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226 Freeland Avenue
Yonkers, N.Y. 10705
August 12, 1974

June M. Ogura
Asian Newcomer Parent Program
2 Waverly Place
San Francisco, Calif. 94108

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Dear Miss Ogura,

This is to let you know how much I enjoyed your "Everyday English" Volumes I & II

I have been an E.S.L. teacher for six years and never before have come across such relevant and pertinent structures and information for newcomers. You can be proud of your project.

If there is any handout material or student work sheet available, I would appreciate seeing them. Please send them C.O.D.

Once again, Congratulations for a job well done

Very truly yours
Barbara Keeler